

**Reviewer**

CP#

8175

**Please enter your Legal Entity number:**

LE

0418

**Please enter your School Code**

SC

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**Are all profile components present?**

☒ Yes

☐ No

**Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.**

☐ Yes

☒ No

**What academic performance components are missing? Title I will review all purposes of all correlates.**

IEFA marked n/a

**Academic Performance - Indian Education for All and American Indian Achievement:**

☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☐ Satisfactory answer

☐ Response does not address the question

☐ Answer is too general / Please be more specific or expand upon your answer

☐ Answer does not address Indian Education for All

☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

**Efficiency - Are all components present?**

☐ Yes

☒ No

### What efficiency components are missing?

IEFA marked n/a

### Efficiency - Indian Education for All and American Indian Achievement:

- ☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

### Learning Environment - Are all components present?

- ☐ Yes
- ☒ No

### What learning environment components are missing?

IEFA marked n/a

### Learning Environment - Indian Education for All and American Indian Achievement:

- ☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

### Mathematics - Are all components present?

- ☐ Yes
- ☒ No

### What mathematics components are missing?

other resources is marked n/a

**Mathematics - Measurable Objectives:**

- ☒ Measurable objective clearly articulates the relationship to school/district goals.
- ☐ Measurable objective contains necessary components for all levels of system (students, teachers, leaders ).
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Multiple tools are listed to gather data for measurable objectives.

**Reading - Are all components present?**

- ☒ Yes
- ☐ No

**Reading - Goals:**

- ☒ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☐ Reading goal lacks specificity, what grade levels are targeted?
- ☐ Reading goal is not measurable as stated.

**Reading - Measurable Objectives:**

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

**Reading - Identified Strategies:**

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☒ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

**Curriculum Development - Are all components present?**

- ☒ Yes
- ☐ No

**Curriculum Development: (District)**

- ☒ Curriculum development goal is measurable.
- ☐ Curriculum development goal is not measurable.
- ☒ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ The communication arts standards were revised in 2010, consider that in curriculum review.

**Other #1 - Are all components present?**

- ☐ Yes
- ☒ No

**What other components are missing?**

n/a

**Other #2 - Are all components present?**

- ☐ Yes
- ☒ No

**What other components are missing?**

n/a

**Do you want to complete the additional Title I questions?**

- ☐ Yes
- ☒ No